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ABSTRACT

Gainesville College (GC) in Georgia conducted a study to determine how many traditional-aged students enter the school with General Education Development (GED) certificates and how well they progress academically. Students monitored were those who received their GED at 21 years of age or younger and entered GC within 4 years of receiving the certificate. Two hundred and seventy-six students who enrolled between fall 1991 and fall 1996 were monitored by transcript analysis to the end of fall 1997. The study group was overwhelmingly white with slightly more Asians than blacks and Hispanics. The percentage of females in the study group was only slightly higher than males at 53%. Only 15% of the students did not require any developmental studies courses, whereas 85% required between 1 and 3. Moreover, in the fall of 1997, more GED students were placed in developmental reading, English, and math courses than other first-time students. Results of the study showed a GED-student completion ratio of 90% for academic credit courses, slightly lower than that of non-GED first-time students. Similarly, GC grade point averages were slightly lower for students in the GED study group than the average college GPA. (Contains 7 pages of data tables.) (YKH)

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ED 415 938

First-time Students Entering a Two-Year Public College with a GED
Fall 1991 to Fall 1996

Dr. Hamilton, OPIR, February 1998

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First-time Students Entering a Two-Year Public College with a GED
Fall 1991 to Fall 1996

Highlights

- About 110 students enter the College each fiscal year with GED's (rather than a high school diplomas). This group includes those who do not complete high school with a diploma and those who are home-schooled. Of the 110 entering students with GED's, approximately half are of a traditional age (less than 25 years of age).
- When one considers all of the students entering the College with GED's are overwhelmingly white (92%) and majority female (64%).

***Traditional-Aged Study Cohort**: The highlights below refer to the Traditional-Aged Study Cohort or Group which consisted of traditional-aged students (25 years old or less at time of entry to GC) who entered the College with GED's. The Traditional-Aged Study Cohort (N = 276) included only those who entered the College within 4 years (i.e., less than 5 years) of receiving their GED certificate (N = 382) and were 21 years of age or younger at the time of GED certification (276 of the 382). The study group accounted for 41.8% (276/661) of all the GED-students who entered the College over the five-year study period and 72.3% (276/382) of those who entered the College within 4 years of receiving their GED.*

- Only 15% of the 276 traditional-aged GED-students entering the College *did not require* one or more DS courses, whereas 85% required one or more DS courses. About one in four of the GED-students required remediation in all three DS areas. Based on these academic weaknesses, it is clear that many GED-students are at-risk of not making good progress in College. In contrast, in the fall of 1997 only 13% of the 989 first-time students placed into three DS areas and about 50% did not require any DS remediation.
- One-third (30%) of the traditional-aged GED-students placed into DS Reading, 55% into DS English and an astounding 81% into DS Mathematics with fully 34% placing into the lowest level of remedial math (DSM 010). In contrast, DS placements for the 989 first-time students in the fall of 1997 were as follows: 25% DSR, 25% DSE, and 39% DSM.
- Of those in the traditional-aged GED study cohort that attempted DS remediation, completion rates are as follows: 66% exited DSR, 56% exited DSE, and 40% exited DSM.
- Almost 25% of the traditional-aged GED-students in the study never took any academic credit courses while at GC.
- GC GPA's for the GED-students averaged 2.14 which is lower than the more typical average for a student at GC of 2.60.
- "One-year" persistence rates for the traditional-aged GED students of about 43%are lower than the 62% rate for the College as a whole.

Central Question for the Study

How many traditional-aged students enter Gainesville College (GC) with GED's and how well do they progress academically?

Traditional-aged Students with GEDs in the Study Cohort

Traditional-aged students with GED's as defined by this study are those that received the GED when they were 21 years or younger and entered the College within 4 years of receiving their GED. Thus all students in the traditional-aged study cohort entered the College by the age of 25, although the majority entered by the age of 22. Seventy-four percent of the traditional-aged study cohort received their GED from the age of 16 to 19 or at about the same time as they would have graduated from high school with a diploma.

Student Groups within the GED-Study

All students (N = 661) entering the College for the first-time from the fall of 1991 to the fall of 1996 with General Education Development (GED) certificates (i.e., students in data set did not possess a high school diploma) were followed by transcript analysis through to the end of the fall of 1997. Of the 661 GED-students who entered the College over the study period, 382 (57.8%, 382/661) did so within 4 years of receiving their GED. A subset of these 382 students formed the *Traditional-Aged Study Cohort* (N = 276). Although most first-time students with GEDs are entering freshmen, some may have entered as transients or transfers over the five-year study period.

The **Traditional-Aged Study Cohort** (N = 276) included only those who entered the College within 4 years (i.e., less than 5 years) of receiving their GED certificate (N = 382) and were 21 years of age or younger at the time of GED certification (276 of the 382). Almost all of the students in this group started at the College for the first-time at the age of 22 or younger, although some might have been upwards of 25 years of age. The study group accounted for 41.8% (276/661) of all the GED-students who entered the College over the five-year study period and 72.3% (276/382) of those who entered the College within 4 years of receiving their GED.

The **Others** group (N = 385) consisted of all students minus the traditional-aged study cohort. The Others group included those GED-students who entered GC within 4 years of GED certification and were 22 years of age and older at the time they received their GED and those who entered GC five or more years after GED certification.

Major Findings

Number of GED Students Entering College Each Fiscal Year: On average about 116 GED-students entered the College for the first-time in each of the four fiscal years from the 92-93 to 95-96. More GED-students (33.6%) entered during the winter quarter as compared to other quarters because of the Fresh Start policy in effect at the time (the deferred-enrollment penalty associated with this policy was rescinded after the fall of 1996). Of the 116 GED-students on average that entered the College in each of the fiscal years from 92-93 to 95-96, about 45% (52/116) of the GED-students were within the traditional-age range (less than 25 years of age).

Age at Time of GED: Remarkably, some students entering the College over the study period did so after receiving GED's as late in life as the age of 56. Fully 9% of all the students entering with GED's earned their GED-certificate after the age of 30.

Racial/Ethnic Composition: The study group was overwhelmingly white (94.2%) with slightly more Asians (2.2%) than blacks (1.1%) and Hispanics (0.7%). When one looks only at the older GED-students, however, the percent of Blacks and Hispanics increase slightly relative to whites. In the fall of 1997, the racial and ethnic distribution of the total enrollment (N = 2875) was 91.8% white, 3.8% black, 2.0% Hispanic, and 1.5% Asian.

Female to Male Ratio: Although the total GED-study population was a majority female (64%, 426/661), the percentage of GED-females entering the College in the study group was only slightly higher than males at 53% (145/276). This might reflect the fact that the high school dropout rate for males is higher than females, hence there are a relatively large number of motivated males just out of high school who take the GED and enter College. Beyond the younger age groups, GED-females (22 and older) are more likely to enter College than GED-males (22 and over). Seventy-three percent of the GED-students in the older Other Group were female. This is somewhat similar to the gender distribution at the College since in any given quarter, the College is more female than male. During the fall of 1997, for example, the total enrollment (N = 2875) for the College was 58% female (1678/2875). Moreover, the number of females as a percentage of the total population increases with age (i.e., older non-traditional students are more likely to be female than male.

Number of DS Requirements: Only 15% (41/276) of those 276 students in the traditional-aged GED-study cohort *did not* require one or more DS courses, whereas *85% required one (n=77, 28%), two (n=93, 34%), or three (n=65, 24%) DS courses.* Studies at the College over the years indicate that first-time students who place into 3 DS courses are at extremely high risk of not progressing academically. This at-risk "label" accounts for almost 1 out of 4 of the GED-students in the study. In contrast, in the fall of 1997, 13% of the 989 first-time students required 3 or more DS courses and just over 50 percent (50.6%) did not require any DS courses.

DSR and DSE Requirements: One-third (30%) of the GED-study group placed into DS Reading and 55% into DS English. Comparative values for first-time students in the fall of 1997 were 25% into DS Reading and 25% into DS English.

DSM Requirement: Fully 81% of the GED-students in the study group placed into DS Mathematics with 34% of those placing into the lowest level DS math course (DSM-010). Studies at the College indicate that the lowest rates of academic success at the College occur within the group of students who start with DSM 010. When one considers all of the 661 GED-students who entered the College over the five-year study period, the percentage of those placing into DSM is the same. Comparative values for the 989 first-time students in the fall of 1997 were 39% DSM (with 17% placed into DSM 010 and 22% into DSM 011).

DS Completion Rates: There was no attempt in this study to determine whether a GED-student ever enrolled in a given DS course (some likely did not), rather the study simply investigated whether a student completed the DS requirement by the end of the fall of 1997 (in some cases it may have taken repeated attempts at DSM to exit). DS completion rates varied from one DS course to another for the GED-students in the study group. The highest completion rates were for DS Reading (66%), followed by DS English (56%). The lowest rates were in DS Math with an overall completion rate of 40%. Completion rates in DSM-011 (51%) were higher than rates for DSM-010 (33%). In a previous study at the College, approximately 90% of those who needed to take DSR did so and of the DSR-takers about 78% eventually passed with a 'C' or better. Similar results were obtained for those in need of DSE. Approximately 75% of those in need of DSM took at least one DSM course with about 72% eventually completing DSM remediation.

Completion of Some Academic Credit Courses: Twenty-three percent (63/276) of the GED-students in the study group never took any academic credit courses at GC over the study period although they enrolled in one or more institutional credit courses like the DS classes (the cumulative hours carried/passed values used in the data tables do not include institutional credit courses). Of the 77% who took at least one academic credit course, the completion ratio was 90 percent. Despite that some in the study had five years to accumulate credits, most did not earn more than 30 or so academic credits over the study period. The completion ratio of 90% for the GED-students in the study was somewhat lower than that of first-time students for the College as a whole which ranges from 93 to 95 percent. Moreover, one can expect about 85% of all the students at the College to take at least one academic credit course within the first one or two years of entering the College.

GC GPA's: GC GPA's for those GED-students in the study group who took academic credit courses (77% attempted academic credit courses) averaged a 2.14. Institutional credit courses (e.g., DS) are not averaged into the GC GPA, hence 23% of the GED-students in the study did not have a GC GPA. By comparison, the average GC GPA at the College during any given academic year is around 2.60.

"One-Year" Persistence for GED-Students Entering across an Entire Fiscal Year to the First Fall of the next Academic Year (Please see notes on the data table for "one-year" persistence rates so that it is clear how they were calculated for the study group, hence what they represent): Same-institution "one-year" persistence rates as calculated for the 276 students in the study group averaged about 43% over the five-year study period although it fluctuated from one fiscal year to the next. If anything this is an inflated value (i.e., it is likely lower if computed as a fall to fall persistence rate). Some of the GED-students in the study started in the winter and spring of a given study period and were counted as persisters if enrolled the following fall quarter. These students did not persist for "one-year," rather they persisted for only about half a year. Despite that the "one-year" persistence rates of GED-students are exaggerated, they are still much lower than the same-institution one-year persistence rate of 62% for all of the College's full-time and part-time first-time entering students from the fall of 1995 to the fall of 1996. The same-institution one-year persistence rate for first-time students entering Fall 1995 to Fall 1996 varied from a low of 55% for all those with DS needs to 68% for all regular placement students to a high of 71.2% for only full-time regular placement students. The Fall 1995 to Fall 1996 is a true one-year persistence rate and is not wholly comparable to the "one-year" persistence rates determined for the traditional-aged GED-student cohort.

Data Definitions for GED Study

Dr. Hamilton, OPIR, February 1998

First Year and Qtr	Students entering the College for the first-time during any quarter from Fall 1991 to the Fall of 1996 Although most of these students are first-time freshmen, a few are transfers and transients entering the College for the first-time.
Total Time Frame	Student data spans the five-year period from the fall of 1991 to the end of the fall of 1997, thus for example persistence can be tracked for students entering in the fall of 1996 (last group to enter in study) to the end of the fall of 1997
GED Code	The GED code is contained in the field High.School.S = "888888"
GED	General Educational Development (GED) certificate - Students pass a state-approved test and are awarded a certificate in lieu of a high school diploma. Home-schooled children "graduate" from high school with a GED.
Estimated Age	This is the estimated age at the time the GED certificate was awarded. It is calculated as follows: High School Graduation Year (HSGY) - Year of Birth, where HSGY is the equivalent HS June graduation date for the period in which the GED certificate was awarded.
Enter GC < 5yrs	Students who entered GC within *4 years (i.e., less than 5 years)* of receiving their GED certificate Some students who are classified as a tradition GED student are not of a traditional age. 38% of these students were 22 or older when they received their GED
Enter GC >= 5 yrs	Students who entered GC 5 or more years after receiving their GED certificate Some of these students may have entered GC as traditional-aged students.
Study Cohort ....(traditional-aged)	***Traditional-aged students who entered GC within 4 years (i.e., less than 5 years) of receiving their GED certificate AND were 21 years or younger (estimated from year of birth) at the time they received their GED.***
HSGY (Yr of GED)	**High School Graduation Year** - In GC database, this is the academic year (July to following June) in which the student earned their high school diploma or GED. For example, if the student earned their HS diploma or GED in the fall of 92, then their HSGY would be 1993 (June).

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Estimated Age At Time of GED Certificate

Certificate of General Educational Development (GED)

Estimated Age This is the estimated age at the time the GED certificate was awarded. It is calculated as follows: High School Graduation Year (HSGY) - Year of Birth, where HSGY is the equivalent HS June graduation date for the period in which the GED certificate was awarded.

Enters GC < 5 yrs Students who entered GC within *4 years (i.e., less than 5 years)* of receiving their GED certificate

Traditional-aged cohort used in study shown in shaded region

Enters GC >= 5 yrs Students who entered GC 5 or more years after receiving their GED certificate

Estimated Age when Earned GED	All GED	Subtot	%N	Enters GC < 5 yrs after GED	Subtot	%N	Enters GC >= 5 yrs after GED	Subtot	%N
16	11			7			4		
17	35			19			16		
18	164	210	31.9	103	129	33.8	61	81	29.3
19	119			75			44		
20	73			48			25		
21	40	232	35.3	24	147	38.5	16	85	30.8
22	37			15			22		
23	15			6			9		
24	15	67	10.2	8	29	7.6	7	38	13.8
25	20			9			11		
26	15			6			9		
27	13			6			7		
28	18			9			9		
29	7			4			3		
30	16	89	13.5	8	42	11.0	8	47	17.0
31	11			0			11		
32	7			5			2		
33	4			3			1		
34	5			3			2		
35	5			3			2		
36	5			3			2		
37	5			4			1		
38	1			1			0		
39	2			2			0		
40	3			2			1		
41	2			1			1		
42	1			1			0		
43	0			0			0		
44	1			1			0		
45	0			0			0		
46	2			2			0		
47	1			0			1		
48	0			0			0		
49	2			2			0		
50	0			0			0		
51	2			2			0		
52	0			0			0		
53	0			0			0		
54	0			0			0		
55	0			0			0		
56	1	60	9.1	0	35	9.2	1	25	9.1
Total	658		100.0	382		100.0	276		
No Yr*	3			0			3		
	661			382			279		

*Yr received GED needed to compute estimated age at time of GED.

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GED Students Entering GC during Fall 1992 to Fall 1996

Race, Gender, DS Placement, and Estimated Age Distribution at Time of GED Certification

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All	661	Entered GC with a GED for the first-time from the fall of 1992 to the fall of 1996
Study Gp	276	**Traditional-aged at time of entry to GC subset of above: Entered GC within 4 years of earning GED and**
....traditional-aged		**21 years of age or less when took GED The study group accounts for 41.8% (276/661) of all the GED students in the data set.**
Others	385	All Group minus the Study Group: (1) Entered GC within 4 years of GED but were 22 years or older when received GED certification, and (2) entered GC five or more years after taking the GED

Race and Gender

Entering GC w/GED	Total	Race						Gender	
		Black	Am Ind	Asian	Hispnc	White	Mixed	Male	Female
All	661	17	10	13	12	607	2	235	426
%N	100.0	2.6	1.5	2.0	1.8	91.8	0.3	35.6	64.4
Study Gp	**276**	**3**	**4**	**6**	**2**	**260**	**1**	**131**	**145**
%N	**100.0**	1.1	1.4	2.2	0.7	94.2	0.4	47.5	52.5
Others	385	14	6	7	10	347	1	104	281
%N	100.0	3.6	1.6	1.8	2.6	90.1	0.3	27.0	73.0

DS Placement and Numbers of DS Requirements

Entering GC w/GED	Total	DS Placement					Number of DS Requirements				
		Readg	Engl	Math-B	Math-D	Math-Tot	0	1	2	3	>= 1 DS
All	661	186	334	362	183	535	105	201	211	144	556
%N	100.0	28.1	50.5	53.3	27.7	80.9	15.9	30.4	31.9	21.8	84.1
Study Gp	**276**	**82**	**153**	**93**	**130**	**223**	**41**	**77**	**93**	**65**	**235**
%N	**100.0**	29.7	55.4	33.7	47.1	80.8	14.9	27.9	33.7	23.6	85.1
Others	385	104	181	269	53	312	64	124	118	79	321
%N	100.0	27.0	47.0	67.3	13.8	81.0	16.6	32.2	30.6	20.5	83.4

Math-B (DSM 010), Math-D (DSM 011)

Age at Time of GED

Entering GC w/GED	Total	Age Distribution at Time of GED				
		<= 18	19-21	22-24	25-30	>=30
All*	658	210	232	67	89	60
%N	100.0	31.9	35.3	10.2	13.5	9.1
<5 yrs after GED	**382**	**129**	**147**	**29**	**42**	**35**
%N	**100.0**	33.8	38.5	7.6	11.0	9.2
>=5 Yrs after GED	276	81	85	38	47	25
%N	100.0	29.3	30.8	13.8	17.0	9.1

Study Group Only those that were 21 years of younger at time of GED

*3 students did not have a HSGY so age at time of GED could not be determined

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Traditional-Aged GED Students Entering GC

Earned GED when 21 years or less and started GC within 4 yrs of GED certification
Developmental Studies

Placement into Developmental Studies

Starting Period		DSR		DSE		DSM	
First Yr and Qtr at GC	N	n	%	n	%	n	%
Fall 91.... Spr 92	43	11	25.6	26	60.5	34	79.1
Sum 92.... ..... Spr 93	43	12	27.9	24	55.8	37	86.0
Sum 93.... ..... Spr 94	58	12	20.7	36	62.1	47	81.0
Sum 94.... ..... Spr 95	51	19	37.3	26	51.0	40	78.4
Sum 95.... ..... Spr 96	59	17	28.8	27	45.8	46	78.0
Sum 96.... ...Fall 96	22	11	50.0	14	63.6	19	86.4
	276	**82**	**29.7**	**153**	**55.4**	**223**	**80.8**

DSR-DS Reading, DSE-DS English, DSM-DS Mathematics

DSR and DSE Completion Rates by the end of Fall 1997

Starting Period		DSR			DSE		
First Yr and Qtr at GC	N	n	Compl	%	n	Compl	%
Fall 91.... Spr 92	43	11	9	81.8	26	16	61.5
Sum 92.... ..... Spr 93	43	12	9	75.0	24	14	58.3
Sum 93.... ..... Spr 94	58	12	9	75.0	36	20	55.6
Sum 94.... ..... Spr 95	51	19	12	63.2	26	13	50.0
Sum 95.... ..... Spr 96	59	17	9	52.9	27	15	55.6
Sum 96.... ...Fall 96	22	11	6	54.5	14	7	50.0
	276	**82**	**54**	**65.9**	**153**	**85**	**55.6**

Compl-Completed the DS requirement

DSM Completion Rates by the end of Fall 1997

Starting Period		DSM-Total			DSM-010			DSM-011		
First Yr and Qtr at GC	N	n	Compl	%	n	Compl	%	n	Compl	%
Fall 91.... Spr 92	43	34	17	50.0	16	7	43.8	18	10	55.6
Sum 92.... ..... Spr 93	43	37	12	32.4	26	7	26.9	11	5	45.5
Sum 93.... ..... Spr 94	58	47	23	48.9	24	11	45.8	23	12	52.2
Sum 94.... ..... Spr 95	51	40	15	37.5	30	11	36.7	10	4	40.0
Sum 95.... ..... Spr 96	59	46	19	41.3	26	6	23.1	20	13	65.0
Sum 96.... ...Fall 96	22	19	4	21.1	8	1	12.5	11	3	27.3
	276	**223**	**90**	**40.4**	**130**	**43**	**33.1**	**93**	**47**	**50.5**

Compl-Completed the DS requirement
DSM-010 - lowest level of DSM, DSM-011 - course before college algebra

Traditional-Aged GED Students Entering GC

Earned GED when 21 years or less and started GC within 4 yrs of GED certification

Completion Ratios, GC GPA, "One-Year" Persistence, and DS Completion Rates

Dr. Hamilton, OPIR, February 1998

Completion Ratios and GC GPA as of the end of Fall 1997

First Yr and Qtr at GC	N	CHC=0*	%N	CHC<>0	%N	CHP	CHC	Compl Ratio	Avg Crdts Psd	GC GPA
Fall 91.... Spr 92	43	12	27.9	31	72.1	1151	1245	92.4	37.1	2.09
Sum 92.... ..... Spr 93	43	15	34.9	28	65.1	830	942	88.1	29.6	2.32
Sum 93.... ..... Spr 94	58	9	15.5	49	84.5	1468	1600	91.8	30.0	2.10
Sum 94.... ..... Spr 95	51	10	19.6	41	80.4	1177	1324	88.9	28.7	2.05
Sum 95.... ..... Spr 96	59	10	16.9	49	83.1	923	1057	87.3	18.8	2.16
Sum 96.... ...Fall 96	22	7	31.8	15	68.2	179	194	92.3	11.9	2.28
	276	**63**	**22.8**	**213**	**77.2**	**5728**	**6362**	**90.0**	**26.9**	**2.14**

*Students without any academic credits do not have a GC GPA (CHC=0)

CHP-Academic credit hours passed, CHC-Academic credit hours carried (does not include any institutional credit courses, e.g., DS)

Avg Crdts Psd - Average academic hours passed as of Fall 1997

"One-Year" Persistence (may be less than a full fiscal year for some students)

Defined: Students who entered GC at any time during the starting period who were enrolled during the next fall.

An example of how the rates were calculated is as follows for the period Sum 92...Spr 93:

All students who entered GC in Summer 92, Fall 92, Winter 93, and Spring 93 and were enrolled at GC during Fall 93 would calculated into the One-Year Persistence rate for that group.

One-Yr Persistence = (Sum of Su92+F92+W93+Sp93)/(F93)*100

Starting Period First Yr and Qtr at GC	N	Ending Period Fall	n	"One-Yr" Persistence	*Persistence Rate Calculation*
Fall 91.... Spr 92	43	1992	25	58.1	*(Sum of F91+W92+Sp92)/(F92)*100*
Sum 92.... ..... Spr 93	43	1993	15	34.9	*(Sum of Su92+F92+W93+Sp93)/(F93)*100*
Sum 93.... ..... Spr 94	58	1994	27	46.6	*(Sum of Su93+F93+W94+Sp94)/(F94)*100*
Sum 94.... ..... Spr 95	51	1995	18	35.3	*(Sum of Su94+F94+W95+Sp95)/(F95)*100*
Sum 95.... ..... Spr 96	59	1996	26	44.1	*(Sum of Su95+F95+W96+Sp96)/(F96)*100*
Sum 96.... ...Fall 96	22	1997	8	36.4	*(Sum of Su96+F96)/(F97)*100*
	276		119	43.1	

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Distribution of GED Students by Year and Quarter of Entry to the College
Fall 1991 to Fall 1996

Fresh Start Program The Fresh Start program, which was implemented on a mandatory basis as of the summer of 1993, decreased enrollments in the fall quarter. Beginning in the 1993-94 fiscal year, Fall Quarter applicants who were required to take three or more remedial (DS) and/or CPC-defiency courses were required to enroll in the Fresh Start program during the Summer Quarter or delay their enrollment until the Winter Quarter. During the fall of 1996, the deferred enrollment policy was relaxed and applied only to students who graduated from high school in the spring of that year, all others could enter during the fall. The Fresh Start program with its deferred enrollment penalty was terminated after the fall of 1996.

Enters GC within four years (i.e., less than 5 years) of earning GED

Yr of GED Gr or Eq	First Year and Quarter at GC			Summer	Fall	Winter	Spring	Total	
1987		Fall 91	Spr 92		25	15	14	**54**	14.1
1988	Sum 92	.....	Spr 93	9	30	13	11	**63**	16.5
1989	Sum 93	.....	Spr 94	11	10	42	20	**83**	21.7
1990	Sum 94	.....	Spr 95	14	2	35	14	**65**	17.0
1991	Sum 95	.....	Spr 96	11	10	42	20	**83**	21.7
1992	Sum 96	Fall 96		10	24			**34**	8.9
Gr or Eq - Greater than or equal to				**55**	**101**	**147**	**79**	**382**	******
				14.4	26.4	38.5	20.7	100.0	

Study Cohort A subset of the above group that included only those who were 21 years or younger at the time of GED certification was used in the study (N = 276).

Enters GC five or more years after earning GED

Yr of GED Less than	First Year and Quarter at GC			Summer	Fall	Winter	Spring	Total	
1987		Fall 91	Spr 92		16	10	16	**42**	15.1
1988	Sum 92	.....	Spr 93	8	19	13	8	**48**	17.2
1989	Sum 93	.....	Spr 94	10	23	19	17	**69**	24.7
1990	Sum 94	.....	Spr 95	13	11	15	9	**48**	17.2
1991	Sum 95	.....	Spr 96	5	17	18	14	**54**	19.4
1992	Sum 96	Fall 96		5	13			**18**	6.5
				41	**99**	**75**	**64**	**279**	******
				14.7	35.5	26.9	22.9	100.0	

All Students who Enter GC with GED (sum of the other two groups)

	First Year and Quarter at GC			Summer	Fall	Winter	Spring	Total	
		Fall 91	Spr 92		41	25	30	**96**	14.5
	Sum 92	.....	Spr 93	17	49	26	19	**111**	16.8
	Sum 93	.....	Spr 94	21	33	61	37	**152**	23.0
	Sum 94	.....	Spr 95	27	13	50	23	**113**	17.1
	Sum 95	.....	Spr 96	16	27	60	34	**137**	20.7
	Sum 96	Fall 96		15	37			**52**	7.9
				96	**200**	**222**	**143**	**661**	******
				14.5	30.3	33.6	21.6	100.0	

Student Data at GC for Comparison to the GED Cohort

Fall 1997: Race, Gender, and Enrollment Category

Fall 1992 to Fall 1997: DS Placement

Fall 1995 to Fall 1996: One-Year Persistence

Dr. Hamilton, OPIR, February 1998

Fall 1997: Race and Gender (all students)

			Race						Gender	
		Total	Black	Am Ind	Asian	Hispnc	White	Mixed	Male	Female
All		2875	108	10	42	58	2639	18	1197	1678
	%N	100.0	3.8	0.3	1.5	2.0	91.8	0.6	41.6	58.4

Fall 1997: Enrollment Category (all students)

			Enrollment Category				New Freshman Only		
		Total	Joint	Freshman	Soph	Transient	All Other	New No Trnsfr	New Transfer	Returning
All		2875	79	1778	917	50	51	710	104	964
	%N	100.0	2.7	61.8	31.9	1.7	1.8	24.7	3.6	33.5

New freshman split into those with transfer academic credit and those without

Developmental Studies (Learning Support)
First-time students without regard to transfer credit
Fall 1992 to Fall 1997

New or first-time students to the College includes new freshmen, transients, and transfers although most are first-time freshmen.

Percentages		Regular or DS		Developmental Studies Placement							
				Reading		English		Mathematics			
Fall Quarter	Total N	No DS	One or More DS	No	DSR	No	DSE	No	DSM 010	DSM 011	DSM
1992	976	53.1	46.9	78.0	22.0	70.3	29.7	54.5	24.4	21.1	45.5
1993	647	67.1	32.9	91.2	8.8	81.9	18.1	72.5	10.4	17.2	27.5
1994	626	68.8	31.2	89.5	10.5	84.2	15.8	79.4	6.4	14.2	20.6
1995	734	68.3	31.7	90.3	9.7	86.4	13.6	74.1	8.7	17.2	25.9
1996	679	63.0	37.0	86.9	13.1	81.7	18.3	65.2	15.3	19.4	34.8
1997	989	50.6	49.4	75.0	25.0	74.8	25.2	61.1	17.3	21.6	38.9

The number of DS courses for the 989 Fall 1997 first-time students are as follows: 0-500 (50.6%), 1-223 (22.5%), 2-140 (14.2%), and 3-126 (12.7%)

One-Year Persistence for First-time students entering during the fall of 1995

First-time entering students enrolled Fall 95 through Fall 96
Includes full-time and part-time students

			Same Inst		System
		Retained	One-Yr	Number	One-Yr
	Fall 95	Fall 96	Persist	Trnsfrd	Persist
DS	313	172	**55.0**	8	**57.5**
Freshman	310	212	**68.4**	9	**71.3**
Total	623	384	**61.6**	17	**64.4**

Same Institution - Number retained at GC during the fall of 1996

System - Number retained within the University System during the fall of 1996

First-time full-time entering students enrolled Fall 95 through Fall 96
Only full-time students

			Same Inst		System
		Retained	One-Yr	Number	One-Yr
	Fall 95	Fall 96	Persist	Trnsfrd	Persist
DS	197	120	**60.9**	5	**63.5**
Freshman	267	190	**71.2**	5	**73.0**
Total	464	310	**66.8**	10	**69.0**

Same Institution - Number retained at GC during the fall of 1996

System - Number retained within the University System during the fall of 1996